



Bowman Academy SEND Information Report 2025-26

Reviewed: April 2026

Next Review: April 2027

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This report complies with the requirements of the **Children and Families Act 2014** and the **SEND Code of Practice (2015)**.

We have a legal requirement to complete a SEND Information report. Our report will be updated annually to reflect our changes and plans. More information about the school can be found on our website and in our key policies. These are also available from the school office if a hard copy is required.

1. Our Commitment to Inclusion

At Bowman Academy, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), receive high-quality teaching and support that enables them to achieve their full potential.

We believe that every child is entitled to an education that meets their individual needs, promotes independence, and supports emotional wellbeing.

Our SEND policy is available on the school website and provides further information about how we support pupils with SEND. Our Local Authority's Local Offer can also be accessed via their website.

2. What are the kinds of special educational needs and disabilities for which provision is made at Bowman Academy?

We provide support for pupils across the four broad areas of SEND identified in the SEND Code of Practice:

- **Communication and Interaction** e.g. speech, language and communication needs, autism spectrum conditions
- **Cognition and Learning** e.g. specific learning difficulties such as dyslexia, moderate learning difficulties
- **Social, Emotional and Mental Health (SEMH)** e.g. anxiety, attachment needs, behavioural difficulties
- **Sensory and/or Physical Needs** e.g. hearing impairment, visual impairment, physical disabilities

At Bowman Academy we provide education and care for pupils aged 4-16 who have a wide range of abilities and who primarily present with Social, Emotional and Mental Health needs (SEMH). Pupils often have additional needs, most typically cognition and learning and communication and interaction, however we do have a small number with physical needs. All the children who are admitted to the school have an Education Health Care Plan (EHCP). As an Academy, places at Bowman are currently commissioned by the Local Authority of Leicestershire.

3. How does the school identify pupils with SEND?

We identify pupils with SEND through a graduated approach that includes:

- Ongoing teacher assessment
- Monitoring pupil progress
- Observations of learning and behaviour
- Discussions with parents/carers
- Information from previous settings
- Standardised assessments or screening tools
- Advice from external professionals where appropriate

If concerns are identified, teachers will discuss these with the SENCo and parents. Appropriate support will then be planned and implemented.

4. How do we consult with parents and involve them in their child's education?

For the purpose of this report, we consider parents to include any person fulfilling this role, including carers. We welcome partnership with parents because we know that children make the best progress when they, their parents and the school work together. Each pupil's Education Health Care Plan is reviewed every year at an Annual Review meeting; this is held to discuss the child's progress and consider any changes needed to the plan. These meetings are held during the school day. Remote meetings via Teams are offered as an alternative option for parents who find this more convenient. Before the meeting, parents are invited to complete a questionnaire about their views and submit any questions or concerns. Support can be given to parents if they require it, such as support with translating the questions or scribing. We will always contact parents if we are concerned about any aspect of a child's welfare, progress or behaviour. We will always contact parents by phone on the same day if their child has been involved in a positive handling.

We try to include parents in a positive, welcoming environment. Some of the ways we engage with parents are as follows:

- Initial introductory visits to the school and an individual meeting with the Head Teacher and/or member of the Senior Leadership Team.
- A planned programme of induction for all new pupils.
- Parents' evenings.
- Parental careers information sessions.
- A Parent Mail service through Bromcom to keep families informed.
- Regularly updated social media platforms.
- Photographs emailed to parents of some events where children cannot be shown on social media.
- Class Dojo used as a home school communication platform.
- SeeSaw used to see work pupils have completed in school.

- Invitations to school events, such as sports day / school fairs etc.
- An annual report.
- Parental representation on the Governing Body.
- A website available for parental access.

5. How do we consult with young people and involve them in their education?

The ethos of the school means that ideas and suggestions are responded to in an appropriate way and we have examples of how these have been introduced over the year. Opportunities for pupils to be involved in making comments and decisions include:

- An active School Council which involves pupils in giving ideas and making decisions about some aspects of school life in the day school
- A Person-Centred approach where children are invited to contribute to their Annual Review meeting.
- Pupil voice questionnaires.
- Informal discussions with pupils regarding school life.
- Discussions during interventions.

6. How do we assess and review pupils' progress?

We follow the **Assess–Plan–Do–Review** cycle:

Assess: Information is gathered through teacher assessments, observations, and formal testing where appropriate.

Plan: Targets and strategies are agreed with parents and staff.

Do: Support strategies are implemented.

Review: Progress is reviewed regularly, typically each term.

Progress is monitored through:

- Teacher assessments
- Regular moderation meetings to ensure that teacher assessment is robust and effective.
- Regular work analysis to ensure that quality marking is taking place and that progress is evident.
- STAR Reading, NGRT Reading and STAR Maths assessments take place three times a year and for all students at Bowman. This gives staff an accurate reading age and allows us to set the appropriate reading material using our accelerated reading programme, as well as an accurate assessment of working Maths levels.
- Students wellbeing and mental health is tracked and monitored carefully throughout the year using our SPOT tool.
- An Annual Review meeting to review their Education Health Care Plan and outcomes. This follows a person-centred approach in line with national guidance.

7. How do we support pupils with SEND?

Children's SEN are generally thought of in the following broad areas of need and support. Below are the strategies and resources which we use at Bowman to support these students:

Cognition and learning:

WAVE 1 – QFT - All Pupils, where appropriate.	WAVE 2 - Targeted Support – Group interventions	WAVE 3 – Individualised
<p>Differentiated curriculum planning, activities, delivery, outcomes. Increased visual aids / modelling etc. Visual Timetables. Use of Writing Frames. Word mats / banks / number lines. Illustrated dictionaries. Access to a word processor. In class support from a TA / teacher. Focussed group work with TA / teacher. e.g. guided read. Individual reading with TA or another adult. Enabling environment. Individual targets.</p>	<p>Maths intervention group. Writing intervention group. Reading intervention. Phonics intervention for chn not passed the screening. In class support from TA. Dyslexic equipment supports i.e. coloured overlays / buff paper. Handwriting.</p>	<p>121 TA support. Individualised timetable. Targets based on AET Framework. Targets based on Pre-Key Stage Standards. Additional interventions in conjunction with SENDCo, Literacy & Maths lead.</p>

Communication and Interaction:

WAVE 1 – QFT - All Pupils, where appropriate.	WAVE 2 - Targeted Support – Group interventions	WAVE 3 – Individualised
<p>Differentiated curriculum planning, activities, delivery & outcome. i.e. simplified language. Increased visual aids / modelling etc. Visual timetable. Structured school routines. All staff trained in Oracy Talk partners. Group work.</p>	<p>In class support from TAs with some focus on support of speech and language. Speech and language support. Nurture group.</p>	<p>Support from SALT. Speech and language programme. Speech and language support, 121 classroom support.</p>

SEMH Social Emotional Mental Health:

WAVE 1 – QFT - All Pupils, where appropriate.	WAVE 2 - Targeted Support – Group interventions	WAVE 3 – Individualised
<p>Small class sizes (approx. 8 chn) High staff ratios per class (approx. 3) Whole school behaviour policy. Whole school / class rules. Shorter lesson times. Zones of Regulation curriculum Regular sensory / mindfulness sessions throughout the day. Access to open space. All staff trained in Emotional Coaching. All staff trained in Trauma Informed Practice. Class reward and sanction system. (Raffle tickets, star points / Minutes) PSHE. (Gender streamed in upper school) Access to behaviour mentor. Access to interventions – in class. Access to 'time-out' space. Access to sensory room. Enrichment time Access to lunch time clubs. Weekly sessions of outdoor education – on and off site. Individual safe handling plan. Individual pupil support plan. Staff sessions to discuss each child individually. (update plans and targets) SPOT tool to assess SEMH and wellbeing.</p>	<p>Individual reward systems. Nurture group. Sports intervention. <i>Reward</i> Creative intervention. <i>Reward</i> Cooking intervention. <i>Reward</i> Cooking intervention. <i>Prevent</i> Sports intervention. <i>Prevent</i> Creative intervention. <i>Prevent</i> ELSA. Lego Therapy intervention. Draw & Talk Therapy</p>	<p>Talk Therapy – Counselling Music Therapy – Reflexology – Noise Academy Interventions Sports interventions. Draw & Talk therapy. Support from EP. Family support worker. CP - Child Protection. LAC – Looked after child. CIN – Child in need. SCA – Social Care Assessment. EH – Early Help. CAMHS – Referrals and work with school. MI – Monitoring internally. 1:1 classroom support. Personalised timetable / curriculum. Staff Spotter. External private therapy.</p>

Sensory and Physical:

WAVE 1 – QFT - All Pupils, where appropriate.	WAVE 2 - Targeted Support – Group interventions	WAVE 3 – Individualised
Flexible teaching arrangements. Staff aware of impairments. Medical support. Use of pencil grips. Modified worksheets.	Group handwriting intervention – <ul style="list-style-type: none"> • Letter Village Handwriting Scheme. Brain gym exercises. Physical intervention. Access to equipment i.e. pencil grips / wobble cushions. Additional sporting / outdoor educational options for children not engaged in sport. Dough Disco. Sensory box / fine motor skills exercises. Motor skills exercises.	Physiotherapy programme. Occupational Therapist. Speech Therapist. Additional PE sessions 121 classroom support. Specific equipment. Referral to Teen Health (11+) Referral to School nurse (primary) Referral to EP. Paediatric support.

8. How are adaptations made to the curriculum and the learning environment?

At Bowman our curriculum intent is as follows:

'A tailored curriculum designed to prepare our pupils to be confident and successful individuals who make outstanding progress and are prepared for life after school.'

9. What does our curriculum look like?

At Bowman we provide our pupils with a tailored curriculum in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also a range of extra-curricular activities to enrich the experience for our pupils. Subjects are organised into 'Steps' and/or 'Stages' and children are taught the curriculum which reflects their own personal ability. PSHE, RSE and PE are all taught at chronological age-appropriate levels to ensure that our most vulnerable students are prepared for future life challenges. However, the emotional maturity of students is also taken into account when delivering RSE and adaptations are made accordingly.

We aim to teach pupils how to grow into positive, responsible people, who can work and cooperate with others, whilst developing knowledge and skills, so that they achieve their true potential and are prepared for life after school.

At Bowman, we believe that all pupils have the right to access a stimulating and enjoyable curriculum which includes:

- Breadth of learning areas and experience
- Clear sequential nature of each curriculum
- The ability to respond to feedback regularly through hinge questions and ACE's lessons - Relevance to the pupil's experience, aptitude and interest.
- Adaptive teaching styles and contexts, making use of differentiation keys.
- Relevant and timely academic interventions ran by our intervention lead.
- Progress and continuity that is flexible, rather than prescribed.
- Opportunities to promote spiritual, moral, social and cultural development.
- Opportunities to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

ACE's (Assessment, Completion and Extension)

Every pupil completes an ACE's lesson each week. This gives the pupil a chance to respond to teacher marking and feedback.

These could be as follows:

Assessment – Pupils can assess their own work and then improve upon this.

Completion – Pupils have the ability to catch up on any missed work.

Extension – Pupils will be provided with the opportunity further enhance their knowledge of a particular topic.

Following research by the EEF, we use purposeful and responsive marking to ensure pupils can focus on moving learning forward.

Emotional Regulation and Wellbeing

Pupils' emotional regulation will play a key role in ensuring that they are prepared for life after school. The curriculum at Bowman provides additional time on activities such as Sensory Time and Mindfulness in order to support pupils to regulate their behaviours and develop skills to enhance their mental wellbeing not only now but in their future. We also provide one afternoon of social sessions each week which allow the students to develop their social and communication skills and access extra-curricular activities they may not be able to access after school.

Breakfast is served on arrival to ensure that all children are ready to learn, and snacks are provided throughout the day to ensure that children are not dysregulated through hunger.

Class sizes are kept small (approximately 8 students) and staff ratios are high. Class teams consist of a class teacher and a minimum of 1 teaching assistant.

Enrichment/Outdoor Education

At Bowman we understand the value of outdoor learning in preparing pupils for life after school. Our enrichment programme provides the opportunity for pupils to learn outside of the classroom. Activities can range from local nature walks through to rock climbing, archery, air rifle shooting, paddle boarding and canoeing. On site at Bowman we have the benefit of our own woodland area and pupils can access outdoor sessions where can take part in forest school activities. These sessions support pupils in developing confidence, creativity and leadership.

Therapies

Alongside the curriculum offer, we feel it is vital to provide pupils with a variety of therapies to support them in their individual development as well as curriculum access. Therapy sessions take place throughout the day, which are invaluable in providing the enhanced provision required to support our pupils.

Our therapies include:

- Counselling / Talk Therapy
- Thera Build
- Music Therapy / Noise Academy
- ELSA sessions
- Draw & Talk Therapy
- Reflexology Therapy

Qualification Pathways

At Bowman we offer a wide range of qualification pathways including Entry Level Skills, Functional Skills, GCSE Foundation and GCSEs. This ensures that all our pupils can reach their full potential without placing a ceiling on expectations.

10. What expertise and training do staff have?

Our SENCo holds the **National Award for SEN Coordination**.

Staff training includes:

- Emotion Coaching
- Trauma Informed Practice
- Zones of Regulation
- Behaviour and SEMH support
- Safeguarding training
- Team Teach training
- First Aid training

We also seek advice and training from external professionals when needed.

11. How do we evaluate the effectiveness of our work?

There are many ways that we evaluate what we do and we retain the belief that we can always improve. These include:

- SPOT tool to assess the SEMH and wellbeing of our students.
- Discussions with teachers and TAs.
- Monitoring of lesson plans.
- Drop ins of lessons.
- Learning walks.
- Reviewing evaluations of impact from peer observations.
- Work scrutiny.
- Pupil progress meetings and quality assurance relating to this.
- Moderation.
- Responses to questionnaires from parents are reviewed and any follow up comments are addressed.
- Taking part in reviews from external professionals.
- Pupil voice is carried out (as above) and we try to respond to what they tell us about their lessons and what is going well.
- Collecting information about each child's progress so that appropriate actions can be taken to improve outcomes as necessary.
- Reviewing the impact of our improvement work.

12. How do we support pupils' emotional and social development?

Supporting emotional wellbeing is a priority at our school.

Support may include:

- Pastoral support
- Social skills groups
- Emotional regulation strategies
- Pupil support plans
- Access to safe spaces
- Support from trained staff

We promote positive relationships and emotional resilience.

13. How do we involve external agencies?

Where necessary, we work with a range of external professionals, including:

- Educational Psychologists
- Speech and Language Therapists

- Occupational Therapists
- CAMHS
- Social Care
- Specialist SEND services

External support helps ensure pupils receive specialist advice where required.

14. How do we support pupils during transitions?

Transitions are carefully planned to ensure pupils feel safe and supported.

Support may include:

- Additional transition visits
- Social stories
- Visual supports
- Meetings with new staff
- Information sharing with previous or receiving schools

We also support transitions between classes and key stages.

15. How are school resources allocated and matched to pupils' needs?

Resources are allocated based on individual needs.

Decisions are made by:

- SENCo
- Headteacher
- Senior Leadership Team

Funding may be used for:

- Staff support
- Specialist resources
- Training
- External professional support

16. What support is available for improving accessibility?

We aim to make our school accessible to all pupils.

Support includes:

- Physical adaptations where needed
- Accessible learning materials
- Visual communication supports
- Adapted curriculum delivery

Further details can be found in the school Accessibility Plan.

17. What should parents do if they have concerns?

If parents have concerns about their child, they should:

1. Speak to the class teacher
2. Contact the SENCo
3. Contact the Headteacher if concerns remain

If concerns cannot be resolved, parents may follow the school complaints procedure, available on the school website.

18. How do we respond to concerns and complaints from parents?

We welcome feedback from parents and will always try to resolve any concerns as quickly as we can. If a parent has a particular concern, we hope that it will usually be possible to resolve this through an informal meeting with a senior member of staff or the Headteacher. If this is not possible, then our Complaints Procedure outlines what parents need to do to take their complaint further. A copy of our Complaints Policy is available through the office or on our website.

19. Where can further information be found?

Further information is available in:

- SEND Policy
- Accessibility Plan
- Behaviour Policy
- Safeguarding Policy
- Local Authority Local Offer

What you need to know about the Local Offer?

The Local Offer has been created to provide a central point of contact to help parents of children with Special Educational Needs and/or Disabilities access the right services and support. It is based at Voluntary Action Leicestershire and can be accessed through the Local Offer Leicester Website or by telephone on 0116 2575026.

If you would like any further information about the information in this report please look on our website or alternatively contact the School Office on 01509 363063.

SENDIASS can offer advice, information and support on issues related to special educational needs and disabilities.

SENDIASS Leicester

Telephone: 0116 4820870

Email: info@sendiassleicester.org.uk

Website: <https://sendiassleicester.org.uk/>

SENDIASS Leicester

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